

About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

School Results

School: Tripp Middle School

District: RSU 52/MSAD 52

Code: 1246-1692



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Grade Level Summary Report

School: Tripp Middle School
 District: RSU 52/MSAD 52
 State: Maine
 Code: 1246-1692

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	162			162			14,368			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	155	155	155	155	155	155	13,958	13,983	13,904	96	96	96	96	96	96	97	97	97
With an approved accommodation	24	24	24	24	24	24	2,067	2,100	2,026	15	15	15	15	15	15	15	15	15
Current LEP Students	1	1	1	1	1	1	290	317	289	1	1	1	1	1	1	2	2	2
With an approved accommodation	0	0	0	0	0	0	111	149	126	0	0	0	0	0	0	38	47	44
IEP Students	28	28	28	28	28	28	2,141	2,145	2,124	18	18	18	18	18	18	15	15	15
With an approved accommodation	23	23	23	23	23	23	1,681	1,689	1,650	82	82	82	82	82	82	79	79	78
Students not tested in NECAP	7	7	7	7	7	7	410	385	464	4	4	4	4	4	4	3	3	3
State Approved	4	4	4	4	4	4	263	223	254	57	57	57	57	57	57	64	58	55
Alternate Assessment	4	4	4	4	4	4	201	190	189	100	100	100	100	100	100	76	85	74
First Year LEP	0	0	0	0	0	0	29	0	29	0	0	0	0	0	0	11	0	11
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	33	33	36	0	0	0	0	0	0	13	15	14
Other	3	3	3	3	3	3	147	162	210	43	43	43	43	43	43	36	42	45

NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	162	4	3	155	9	6	109	70	36	23	1	1	846	155	6	70	23	1	846	13,958	17	56	22	5	847
MATH	162	4	3	155	26	17	71	46	34	22	24	15	842	155	17	46	22	15	842	13,983	17	42	22	20	842
WRITING	162	4	3	155	9	6	80	52	61	39	5	3	841	155	6	52	39	3	841	13,904	7	46	37	10	840

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Reading Results

School: Tripp Middle School
 District: RSU 52/MSAD 52
 State: Maine
 Code: 1246-1692

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

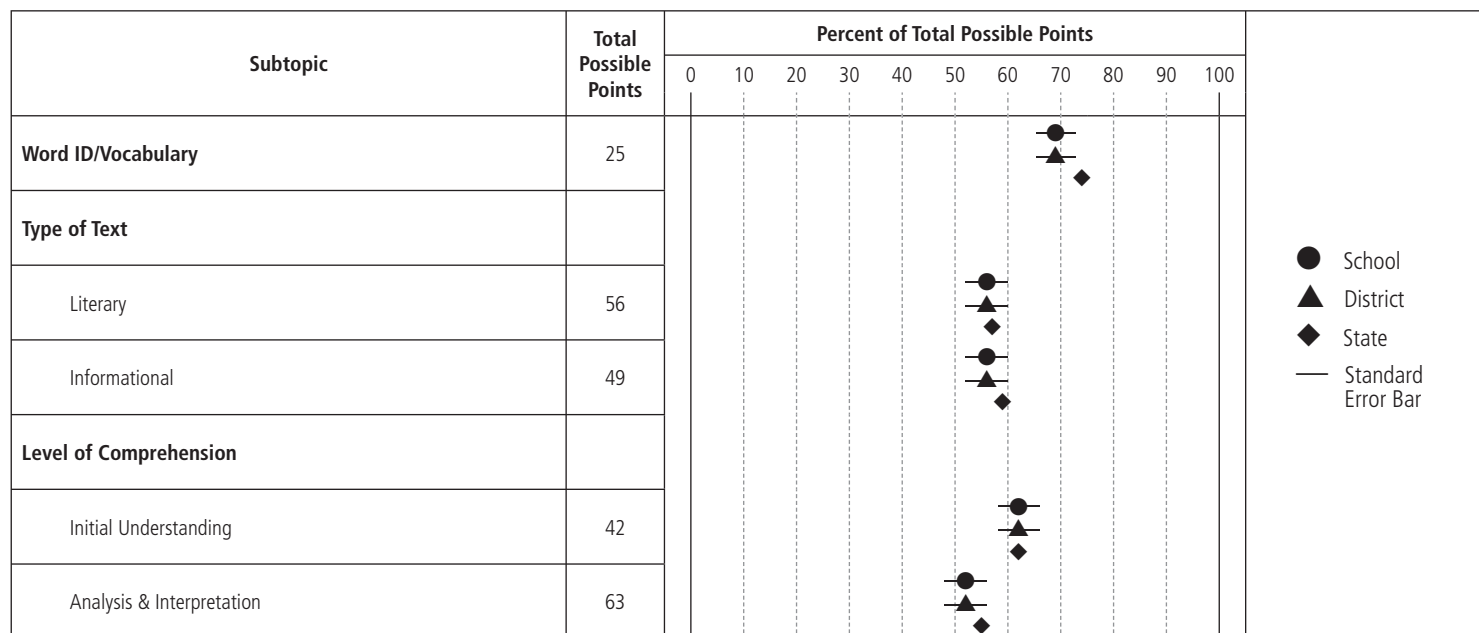
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	181	4	1	176	20	11	110	63	39	22	7	4	847
2009-10	162	4	3	155	9	6	109	70	36	23	1	1	846
2010-11 Cumulative Total													
DISTRICT													
2008-09	182	4	1	177	20	11	110	62	39	22	8	5	847
2009-10	162	4	3	155	9	6	109	70	36	23	1	1	846
2010-11 Cumulative Total													
STATE													
2008-09	14,466	245	120	14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2009-10	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2010-11 Cumulative Total													





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Reading Results

School: Tripp Middle School
 District: RSU 52/MSAD 52
 State: Maine
 Code: 1246-1692

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	162	4	3	155	9	6	109	70	36	23	1	1	846	155	6	70	23	1	846	13,958	17	56	22	5	847
Gender																									
Male	89	3	2	84	3	4	56	67	24	29	1	1	845	84	4	67	29	1	845	7,260	12	56	26	7	845
Female	73	1	1	71	6	8	53	75	12	17	0	0	848	71	8	75	17	0	848	6,698	22	55	18	4	849
Not Reported	0	0	0	0									0							0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3									3							188	10	57	22	12	844
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0							155	14	53	26	6	846
Asian	0	0	0	0									0							158	27	58	14	2	852
Black or African American	0	0	0	0									0							373	10	42	36	12	842
Native Hawaiian or Pacific Islander	0	0	0	0									0							12	33	50	8	8	851
White	159	4	3	152	9	6	107	70	35	23	1	1	846	152	6	70	23	1	846	12,977	17	56	22	5	847
Two or more races	0	0	0	0									0							95	12	63	24	1	847
No Race/Ethnicity Reported	0	0	0	0									0							0					
LEP Status																									
Current LEP student	1	0	0	1									1							290	3	40	42	15	838
Former LEP student - monitoring year 1	0	0	0	0									0							14	50	50	0	0	858
Former LEP student - monitoring year 2	0	0	0	0									0							19	37	63	0	0	857
All Other Students	161	4	3	154	9	6	108	70	36	23	1	1	846	154	6	70	23	1	846	13,635	17	56	22	5	847
IEP																									
Students with an IEP	33	4	1	28	0	0	11	39	16	57	1	4	840	28	0	39	57	4	840	2,141	2	27	47	25	835
All Other Students	129	0	2	127	9	7	98	77	20	16	0	0	847	127	7	77	16	0	847	11,817	20	61	18	2	849
SES																									
Economically Disadvantaged Students	67	2	1	64	4	6	36	56	23	36	1	2	844	64	6	56	36	2	844	5,870	9	52	31	9	843
All Other Students	95	2	2	91	5	5	73	80	13	14	0	0	847	91	5	80	14	0	847	8,088	23	58	16	3	850
Migrant																									
Migrant Students	0	0	0	0									0							3					
All Other Students	162	4	3	155	9	6	109	70	36	23	1	1	846	155	6	70	23	1	846	13,955	17	56	22	5	847
Title I																									
Students Receiving Title I Services	1	0	0	1									1							1,078	6	47	39	8	842
All Other Students	161	4	3	154	9	6	109	71	35	23	1	1	846	154	6	71	23	1	846	12,880	18	56	21	5	848
504 Plan																									
Students with a 504 Plan	4	0	0	4									4							331	12	59	26	3	846
All Other Students	158	4	3	151	9	6	105	70	36	24	1	1	846	151	6	70	24	1	846	13,627	17	56	22	5	847

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Mathematics Results

School: Tripp Middle School
 District: RSU 52/MSAD 52
 State: Maine
 Code: 1246-1692

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

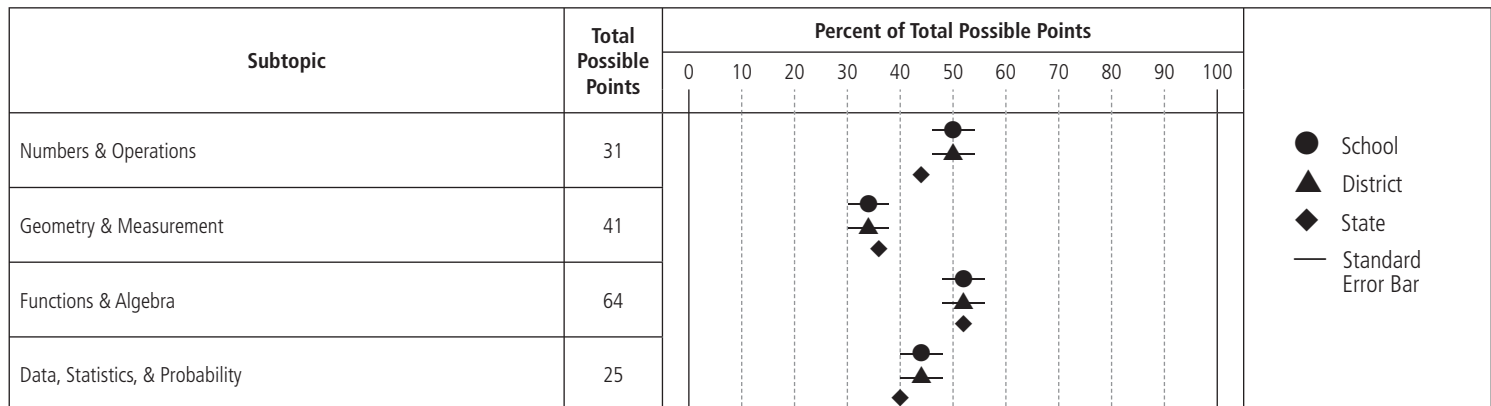
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	181	3	0	178	38	21	77	43	36	20	27	15	843
2009-10	162	4	3	155	26	17	71	46	34	22	24	15	842
Cumulative Total													
DISTRICT													
2008-09	182	3	0	179	38	21	77	43	36	20	28	16	843
2009-10	162	4	3	155	26	17	71	46	34	22	24	15	842
Cumulative Total													
STATE													
2008-09	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2009-10	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
Cumulative Total													





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Mathematics Results

School: Tripp Middle School
 District: RSU 52/MSAD 52
 State: Maine
 Code: 1246-1692

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	162	4	3	155	26	17	71	46	34	22	24	15	842	155	17	46	22	15	842	13,983	17	42	22	20	842
Gender																									
Male	89	3	2	84	17	20	43	51	11	13	13	15	843	84	20	51	13	15	843	7,279	17	42	21	20	842
Female	73	1	1	71	9	13	28	39	23	32	11	15	841	71	13	39	32	15	841	6,704	15	42	23	19	842
Not Reported	0	0	0	0									0							0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3									3							189	8	41	22	29	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0							156	15	37	23	25	840
Asian	0	0	0	0									0							160	27	43	18	13	845
Black or African American	0	0	0	0									0							389	5	26	25	44	835
Native Hawaiian or Pacific Islander	0	0	0	0									0							12	8	67	25	0	844
White	159	4	3	152	26	17	70	46	33	22	23	15	842	152	17	46	22	15	842	12,982	17	43	22	19	842
Two or more races	0	0	0	0									0							95	8	44	19	28	839
No Race/Ethnicity Reported	0	0	0	0									0							0					
LEP Status																									
Current LEP student	1	0	0	1									1							317	3	24	26	48	833
Former LEP student - monitoring year 1	0	0	0	0									0							14	43	36	14	7	847
Former LEP student - monitoring year 2	0	0	0	0									0							19	37	37	26	0	847
All Other Students	161	4	3	154	26	17	71	46	33	21	24	16	842	154	17	46	21	16	842	13,633	17	43	22	19	842
IEP																									
Students with an IEP	33	4	1	28	2	7	5	18	4	14	17	61	830	28	7	18	14	61	830	2,145	2	15	23	60	831
All Other Students	129	0	2	127	24	19	66	52	30	24	7	6	845	127	19	52	24	6	845	11,838	19	47	22	12	844
SES																									
Economically Disadvantaged Students	67	2	1	64	6	9	26	41	15	23	17	27	839	64	9	41	23	27	839	5,888	7	37	27	29	838
All Other Students	95	2	2	91	20	22	45	49	19	21	7	8	844	91	22	49	21	8	844	8,095	23	46	18	12	844
Migrant																									
Migrant Students	0	0	0	0									0							2					
All Other Students	162	4	3	155	26	17	71	46	34	22	24	15	842	155	17	46	22	15	842	13,981	17	42	22	20	842
Title I																									
Students Receiving Title I Services	1	0	0	1									1							1,086	5	28	34	34	837
All Other Students	161	4	3	154	26	17	71	46	34	22	23	15	842	154	17	46	22	15	842	12,897	18	43	21	18	842
504 Plan																									
Students with a 504 Plan	4	0	0	4									4							331	14	45	24	17	842
All Other Students	158	4	3	151	26	17	68	45	33	22	24	16	842	151	17	45	22	16	842	13,652	17	42	22	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Writing Results

School: Tripp Middle School
 District: RSU 52/MSAD 52
 State: Maine
 Code: 1246-1692

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

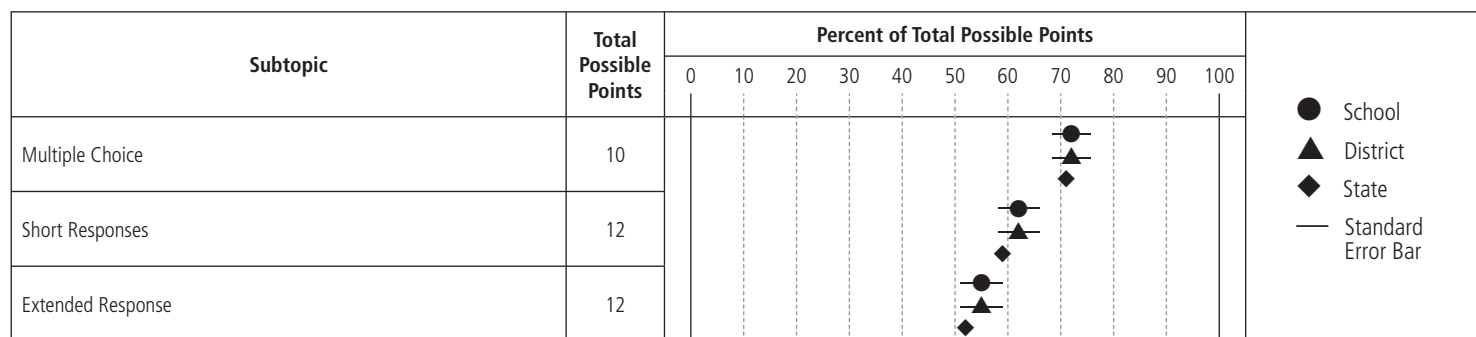
Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total	162	4	3	155	9	6	80	52	61	39	5	3	841
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total	162	4	3	155	9	6	80	52	61	39	5	3	841
STATE 2008-09 2009-10 2010-11 Cumulative Total	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Writing Results

School: Tripp Middle School
 District: RSU 52/MSAD 52
 State: Maine
 Code: 1246-1692

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	162	4	3	155	9	6	80	52	61	39	5	3	841	155	6	52	39	3	841	13,904	7	46	37	10	840
Gender																									
Male	89	3	2	84	1	1	39	46	40	48	4	5	838	84	1	46	48	5	838	7,227	3	36	45	15	836
Female	73	1	1	71	8	11	41	58	21	30	1	1	844	71	11	58	30	1	844	6,677	12	55	29	4	843
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						186	7	40	40	13	838
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						155	5	43	39	13	838
Asian	0	0	0	0										0						158	17	49	32	2	845
Black or African American	0	0	0	0										0						373	2	33	49	16	836
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	17	58	17	8	844
White	159	4	3	152	9	6	80	53	59	39	4	3	841	152	6	53	39	3	841	12,926	8	46	37	10	840
Two or more races	0	0	0	0										0						94	3	47	38	12	839
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						289	1	29	55	15	834
Former LEP student - monitoring year 1	0	0	0	0										0						14	29	50	21	0	849
Former LEP student - monitoring year 2	0	0	0	0										0						19	21	53	26	0	848
All Other Students	161	4	3	154	9	6	80	52	60	39	5	3	841	154	6	52	39	3	841	13,582	8	46	37	10	840
IEP																									
Students with an IEP	33	4	1	28	0	0	9	32	15	54	4	14	834	28	0	32	54	14	834	2,124	<1	11	50	39	829
All Other Students	129	0	2	127	9	7	71	56	46	36	1	1	843	127	7	56	36	1	843	11,780	9	52	35	5	842
SES																									
Economically Disadvantaged Students	67	2	1	64	3	5	29	45	30	47	2	3	840	64	5	45	47	3	840	5,828	3	36	45	15	836
All Other Students	95	2	2	91	6	7	51	56	31	34	3	3	842	91	7	56	34	3	842	8,076	11	52	31	6	842
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	162	4	3	155	9	6	80	52	61	39	5	3	841	155	6	52	39	3	841	13,901	7	46	37	10	840
Title I																									
Students Receiving Title I Services	1	0	0	1										1						1,073	4	30	53	13	836
All Other Students	161	4	3	154	9	6	80	52	61	40	4	3	841	154	6	52	40	3	841	12,831	8	47	36	10	840
504 Plan																									
Students with a 504 Plan	4	0	0	4										4						328	3	39	48	11	837
All Other Students	158	4	3	151	9	6	79	52	58	38	5	3	841	151	6	52	38	3	841	13,576	8	46	37	10	840

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.